

The Modern Language Journal

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The Modern Language Journal

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SPEAKING VS. READING

A DISCUSSION OF THE CHICAGO PLAN OF TEACHING FRENCH

By FRANCIS M. FROELICHER

A SERIES of articles entitled "French Course of Study" appeared in the *Modern Language Journal* (Feb. to May, 1919) outlining the procedure in the Chicago University High and Elementary Schools. It serves as an example 'par excellence' of the extreme ends reached in recent modern language instruction. A study of the underlying principles involved in this article is here set forth. As all but the first instalment deal rather with materials and methods, this discussion will be confined to the subject matter of the first article.

The "Direct" method of teaching foreign languages has met with widespread approval and has led to a more extensive study of at least one such modern language. It has been ratified in full or in part by scores of teachers who could not possibly use it and has been enthusiastically supported at language meetings all over the country. It is valuable if used with discretion and together with thorough grammatical work in our own tongue, but it has overemphasized the element of *learning to speak*.

The amount of time to be devoted to a given subject depends on our conception of its aims and values. The writer disagrees with the principles guiding the Chicago system because he does not believe in the "Direct" method except as supplementary, and he does not believe that more than three years of the combined elementary and high school courses should be devoted to the study of any modern foreign language. No issue, however, is

taken with the Chicago plan except where underlying principles are involved. It has little novelty for the teachers who have been steeped in this sort of material for several years, and is at the same time so detailed as to be of the greatest service to those who might find it hard to draw up for themselves a logical outline for direct application.

The following statements are taken verbatim from the article under discussion:

1. French is a living language and should be taught as such.
2. The aim of the study of French is to learn to speak, to write, and to read French for practical purposes as well as for literary study and appreciation.
3. (a) It possesses, of course, disciplinary value. (Professor Nitze quoted) "Solid training in pronunciation by phonetic methods will develop the student's capacity for articulation in general, his auditory perception, his observation and judgment."
(b) The practical significance of this point has recently been shown by the fact that men in officers' training camps were refused commissions because of their inability to enunciate distinctly.
4. The study of French has, however, a special utility. It is indispensable for travel and service abroad.
5. The cultural value of a knowledge of French has been even more largely recognized than its utilitarian importance.
6. Finally, the careful study of a different idiom develops the linguistic sense and produces, as perhaps its most valuable result, a keener appreciation of the mother tongue.

1. "French is a living language and should be taught as such."

This axiom is at the root of recent modern language instruction. It is the sudden recognition of so obvious a fact that has led to equally sudden departures from former methods and to numerous radical conceptions of aims and values that are as misleading in their lack of logic as the conceptions they displaced. Progressive teachers treat French as a living language, but it does not follow that eight years of elementary and secondary teaching should be devoted to French as a major subject as in the Chicago plan.

2. "The aim of the study of French is to learn to speak, to write and to read French for practical purposes as well as for literary study and appreciation."

If this statement is true, it involves numerous implications. It is necessary to study these implications in order to discover

which of the three aims (speaking, writing and reading) is most weighted. The system under discussion bases its conclusions on the theory that they are here written in a descending scale of importance, while the writer believes reading to be most important and his reasons will be discovered in the succeeding paragraphs.

3. (a) "It possesses, of course, disciplinary value. (Professor Nitze quoted) "Solid training in pronunciation by phonetic method will develop the student's capacity for articulation in general, his auditory perception, his observation and judgment."

The disciplinary value of any subject is not enough to project it on the program of studies. It is generally agreed that a subject has no *a priori* disciplinary value, and psychologists have concluded that disciplinary value is derived in the mechanical process of learning and not in the content of a given subject. To attempt to justify the extensive-intensive study of French on the grounds of Formal Discipline is therefore invalid. Granted that there is a disciplinary value in any subject, there is always the corollary of identical elements in the learning process, and with respect to a program of studies, this fact merely proposes French to our consideration, but does not make it any more important than the study of any other topic full of learnable content.

The remarks quoted from Prof. Nitze involve the same stress of conscious correlation. These assertions may be brought forward for the study of any subject. If the cerebral pathways are susceptible to general disciplinary treatment, it does not matter what subject we may select, but the results will depend solely on the methods of teaching. The content of a given subject will therefore determine its place in the curriculum. If a pupil studies French, his auditory perception of French is developed; it is developed for other languages only in so far as correlation is emphasized. To say that it develops observation and judgment is to use again the abandoned theory of Aristotle that the mind is endowed with certain faculties and that the business of education is to train these.

3. (b) "The practical significance of this point has recently been shown by the fact that men in officers' training camps were refused commissions because of their inability to enunciate distinctly."

It is hardly necessary to refute the use of this as an argument for the extensive study of French. Of all methods of training to enunciate distinctly, the laborious and intensive study of French pronunciation is probably the least direct, economical, or efficacious.

4. "The study of French has, however, a special utility. It is indispensable for travel and service abroad."

This type of statement leads to an absurdity. Few if any travelers visit France alone. If what the article asserts is true, even the casual traveler will have to devote his lifetime to the mastery of language speaking ability. The value of a knowledge of French is isolated. If we devote this much time and energy to the study of French, what are we to do in other countries?

As for service abroad: there is a very small number of our graduates that emigrate to foreign countries for commercial or other service. If military service is referred to, it is only a passing phase. The writer has had personal experience as a civilian in France and other European countries and has met many travelers who have intelligently examined the parts of Europe that interested them without facility in using the various languages.

5. "The cultural value of a knowledge of French has been even more largely recognized than its utilitarian importance."

The cultural value of French is unquestioned but does not involve the ability to speak French. The folk lore of a nation; its institutions, its evolution socially and its progress in the arts and sciences, are all stored in its literature. Only the specialist in French life and letters or in French political and commercial affairs needs to use the spoken word. We can not arrange our program to meet the needs of less than five per cent of our prospective graduates.

6. "Finally, the careful study of a different idiom develops the linguistic sense and produces, as perhaps its most valuable result, a keener appreciation of the mother tongue."

The linguistic sense is another cultural value as is also a keener appreciation of the mother tongue. The former is relatively insignificant if conditioned by facility in speaking and the latter is capable of higher development thru the study of Italian. Looking into past experience, we do not find that our men of letters had a speaking knowledge of foreign languages, but we do find that our

American writers have written our language with the deepest and broadest appreciation, without any speaking knowledge of French or other modern languages.

The 'natural' way to learn to *speak* French is, of course, in France, and any other method is highly artificial and ineffective. With a background such as the two or three year High School course offers and any additional increment from a college course or special work in pronunciation, idiom, and vocabulary, the student can learn in France within six months infinitely more of the spoken language than in six years of the work offered at Chicago. Recognizing this, European students who need foreign languages spend a part of their time in the households of neighboring countries. It may be said in reply to this that only a few Americans have the opportunity to go to France. Why then do they need to know how to speak French at all? Children's fancies in our own tongue, their interests, their hopes and dreams, are full of the joy of life because they are charged with the native atmosphere of our institutions. We cannot supply this atmosphere and make their fancies even temporarily French. One must live with a foreign language in order to speak it; he must perform all of his acts on the basis of it and speak it morning, noon, and night. The American child has a diversity of other studies that he must attend to and for nine-tenths of his waking time he must thrust French utterly from his mind if he is to succeed. In view of this, is it possible, even under the best school conditions, to teach children to speak French? Is not the best that can be hoped for, on the one hand, a superficial and sometimes merely a showy ability, to say everyday and witty things in French or, on the other hand, to say a few things well within one or two restricted fields? The latter ability is chiefly of value as a fraction of fluent speaking knowledge, but an insignificant fraction of pupils use it for this.

The same argument may be directed against the study of French folk lore, customs, songs and games, etc. We do not seem to realize that we have sufficient business in hand when we try to make American children into good citizens without trying to make them French children at the same time. Much of the German war propaganda was fostered in this country when this same method was applied to the study of German.

The reading of French books is pursued by relatively few people. It is far more likely, however, that we shall have to use printed French from time to time, both thru reference to French authority and for purposes of reading French literary products in the original, than that we shall need to speak. The specialists have occasional recourse to French sources. The time that the Chicago school proposes to spend in getting ready to perform these acts is wholly out of proportion, both to the needs of the pupils and to the results obtained. The last three years of the High School offer sufficient material as a background, and the specialist can continue his work in college or elsewhere.

The cultural value of French is for those who make an advanced study of the language and is derived from the literature, life and customs of the people. Too much time cannot be spent upon this if it is concomitant with a student's life work, but such value is derived at college and in maturer years. Even in the High School the cultural value is almost entirely propaedeutic.

The plan involving an extensive study of any modern foreign tongue inevitably raises the question: What shall we include in the last year's course of study? The college requirements have been met and the pupil is ready to meet new language difficulties while still too inexperienced to appreciate masterpieces in a foreign tongue. The Chicago article offers this solution: "The fourth year begins with a short survey of French Literary History and then studies in detail the Romantic School of French Literature." Is the maturity of High School experience adapted to this work? Is it not the exceptional student alone who can derive the benefit that is more appropriately derived in college? It is to be noted, however, that in the Chicago plan only a small proportion of those who begin their French at the opening of the elementary course, continue it thru the four High School years. The majority, therefore, cease studying French before they are matured. This means a serious break in continuity for those who pursue the study of French in college.

The ability to write French will be used by very few, and unless they have lived in France they will doubtless refer to their books for constructions and vocabulary, no matter how great the extent of their study.

Thus it appears that the significant aim of French teaching is cultural and involves the ability to read in French with understanding, ease, and rapidity. Inasmuch as books likely to afford cultural value are appreciated only by maturer students, the function of the High School is to prepare the student to read French intelligently and without having to translate as he reads. This is possible in two years of High School work and may be better done in three. It provides the frame work on which to build either in the college or in the vocation. In order to secure the best results, it is necessary to use enough spoken French in the classroom to ground the pupils thoroughly in their pronunciation and in a feeling for construction and idiom.

In speaking of values for social intercourse in travel or in this country Prof. Inglis¹ says:

"1. That such direct and specified values are undoubted and unquestioned for some individuals.

"2. That such values are limited and contingent, i.e., they may be very great for a limited number of individuals and little or lacking for others. As a matter of fact they are important for a very restricted number of individuals, helpful but to an insignificant degree for a few others, and totally lacking for the large majority of secondary school pupils. Certainly less than five per cent of the pupils who study German in the secondary schools of this country will ever have the slightest need of utilizing that language for purposes of social intercourse and certainly less than one per cent of all pupils attending the secondary school will find such values in that study. The case is much the same for the study of French for purposes of social intercourse. The contingency that such a small proportion of secondary school pupils may have this opportunity (not need) for the use of a foreign language for such purposes cannot justify any important position for the study of a foreign language in the public secondary school."

These remarks of Professor Inglis indicate the restricted value of a speaking knowledge of French from the utilitarian standpoint.

As a matter of fact the writer does not wish to 'prove too much.' To maintain our social standards and to coöperate with other states in the interest of our common purposes, it is well for us all to know

¹ *Principles of Secondary Education*. Alexander Inglis. Riverside Textbooks in Education, Houghton-Mifflin & Co. 1918. P. 453.

something of each other's languages and in consequence to be able to understand one another's motives. The Chicago plan seems to rest on the theory that it is best to specialize in one language. The writer believes that such specialization should be reserved either for the college or for apprentice time in the vocation.

*The Park School,
Baltimore.*

TEACHING VOCABULARY BY THE DIRECT METHOD

By ARTHUR G. BOVÉE

THE subject of this paper is the teaching of French vocabulary by the Direct Method, which means the teaching of French words without having recourse to the mother tongue. How can the meaning of French words be conveyed to the student without using their English equivalents? That is the question we must answer, and in so doing, I hope to be able to show that it is more effective to teach vocabulary this way than by the translation method.

In the early spring of 1913, it was my privilege to go to Europe to study the Direct Method. For four months I visited the classes in English and German in Paris. I found in practically all cases that *pictures* and *actions* were the only means employed to convey the meaning of words. The lack of logic, the lack of any *enchaînement* or *rapprochement* in the vocabulary taught, was everywhere quite evident. There was, however, a teacher of German in the Ecole Supérieure Arago, M. Louis Marchand,¹ whose writings speak much of an intuitive method with a very definite progression of vocabulary. Furthermore, his plans for a French text-book included etymological trees from Latin roots such as "scio" and "amo." Yet his own text for the teaching of German depends almost exclusively on drawings to convey the meaning of words. But M. Marchand's ideas were very advanced and his personality was most inspiring. In fact, it was M. Marchand and M. Dupré, a teacher of English in the Lycée Montaigne, who had the most constructive influence upon me. Unfortunately I did not meet M. Gourio, whose English texts are used pretty generally in Paris. The French consider M. Gourio an even more potent exponent of the Direct Method than Max Walter of Frankfurt. The fact is that in France the use of the Direct Method is imposed by minis-

¹ L. Marchand: *Les Bases de l'enseignement intuitif et méthodique de la grammaire allemande*, Paris, Paulin, 1909; *L'Enseignement des langues vivantes* (Extrait des *Langues Modernes*, Oct. 1910, Jan. 1911); *Deutsches Lehrbuch*, Larousse.

terial decree, while in Germany, it is only optional. I have been able, nevertheless, to get M. Gourio's point of view by using his little text in our school.² One of his strongest points is his constant use of the sentence as opposed to the single word.

From Paris I went to Marburg, where they were using a *Französisches Elementarbuch* by Köhn and Diehl.³ The vocabulary of this book, though eminently practical, admits of no logical development, no *enchaînement*. Subsequently I went to Frankfurt, to the Musterschule, of which Max Walter is the Head. The dominant note in the teaching at this school was *action*, which is the most striking characteristic of Herr Walter's personality. Hence, word meanings were conveyed mostly by action, though drawings and pictures were used as well. Of course there was some relation between the words, but I failed to find an *enchaînement* so systematic that the entire body of words learned would form one organic whole. It should be added, however, that the six year course, as carried out in the Musterschule, removes the imperative necessity for such rigorous progression of the vocabulary.

I returned in the fall of 1913, bringing, among other things, a pamphlet called *Méthodologie* by Schweitzer, and also a text for the teaching of French by Schweitzer and Simmonot (the latter of whom I saw teach at the Collège Chaptal). The pamphlet is the most inspiring and practical thing I have ever read on the question of the acquisition of vocabulary.⁴ It contains many helpful suggestions and develops admirably the interpretative resources of the Direct Method, especially as to effective classroom use of the principle of *mental evocation* of the object or idea. The devices suggested, though not exhaustive, are very clever and practical. Yet, the classroom text of MM. Schweitzer and Simmonot, which one would naturally assume to be the practical application of these excellent principles, was in no way illustrative of their theories.

² E. Gourio, *La Classe en français*, Ferrand jeune, Marseille, 1913; *De la méthode directe*, Conférence faite à l'Ecole Normale Supérieure; *La Classe en anglais*, The Green Series, Ferrand jeune, Marseille, 1912.

³ Velhagen u. Klasing, Leipzig, 1912.

⁴ Ch. Schweitzer, *Méthodologie des langues vivantes*, Paris, Colin, 1903; Schweitzer-Simmonot-Braunholtz, *Méthode directe pour l'enseignement de la langue française*; Schweitzer et Simmonot, *Méthodologie des langues vivantes*, Paris, Colin, 1917. The last is a development and extension of the original lectures of M. Schweitzer.

It was altogether lacking in logical development of vocabulary and failed to stand the test of the class-room. I do, however, want to acknowledge, a great debt of gratitude to the writings of MM. Marchand and Schweitzer, as well as to the class-room technique of M. Dupré, for it was under their guidance that I started to experiment with the Direct Method, in an endeavor to make a *practical, concrete* application of its principles and theories.

It is indeed important to know how to teach vocabulary, but obviously we must determine *what* vocabulary we are going to teach before we can attempt to answer the question of *how*. All Direct Methodists agree that, at first, the vocabulary must be concrete, near the experience of the pupil, and capable of demonstration by means of objects and action. Yet it seems to me that it would be the part of common sense to choose the words in accordance with the needs of the student, not only in the class-room but also in his daily life. When a business man selects a location for his store, he selects the locality which the greatest number of people frequent; when a person buys a suit, he picks one which will give him the greatest service; and so it should be with the selection of words. The test of need and service should be applied to every word presented. In this way, we would escape such choice bits as: "There are many owls on my grandfather's farm," and "The corals of the girls are beautiful." Furthermore, there is an almost immediate need for the vocabulary which the teacher is to use in directing the class-room work or in giving simple explanations of grammar and pronunciation. In a word, the vocabulary used by the teacher should be included in that studied by the pupil, and we should avoid the anomalous situation of talking about French facts in English. Finally, the verb is undoubtedly the most important of all vocables, because it is the backbone of the sentence, makes the greatest impression on the pupil, and is absolutely essential to the expression of any complete thought.

Having considered roughly the contributions of some important thinkers on this subject and with the principles which are to guide in the choice of the vocabulary before us, I shall now proceed directly to the consideration of the question of the best method of teaching this vocabulary without resorting to the use of English.

I believe that the most satisfactory solution of this problem is to be found in the application of logical processes in the demonstration of the meaning of new words in the same way in which these processes are applied in the demonstration of a theorem in geometry. To prove a theorem in geometry one starts from the hypothesis and proves the theorem by means of construction, previous propositions, equation, axiom, etc. Then the theorem just proved is used almost immediately to demonstrate the following one. Thus we have a definite procedure: each theorem has a definite place and is constantly used in the subsequent work, making a logical progression, which gives a closely knit, well co-ordinated body of material. What mathematician would dream of proving a theorem in lines, then one on similar triangles, and then one on circles; yet our American-made French texts do just this thing as regards new words. Is it any wonder that our pupils do not remember words, when they are isolated and detached vocables having no logical connection with anything which had preceded nor with anything which is to come? Most introductory French texts group together "J'ai faim," "j'ai soif," "j'ai chaud," "j'ai froid," "j'ai peur," "j'ai besoin" merely because they resemble each other as to form. This grouping may be justified by grammatical considerations and may appeal to grammarians. For this very reason, however, they mean little in the life of the student, who is more attracted by the thought content. There is no logical sense connection between the expressions included within this group, nor, in turn, between any of them and what has preceded, or what is to follow. *It is my conviction* that just as in geometry, so in language study each new word should have a very definite relation to those which have preceded, and likewise should be a stepping-stone to those which are to follow. Let me continue to develop my analogy to geometric methods by an enumeration of what may be considered the linguistic counterparts of the geometric axiom, postulate, construction, etc., i.e., a fixed list of processes which are to be consistently employed in the demonstration of the meanings of new words.

Obviously the simplest methods for the demonstration of a new word are:

First: by showing the *object* to the pupil. Such things as fruits, clothing, parts of the body, objects in the class-room, etc.

Second: in lieu of the object, a *picture* may be shown: for example, a map of Europe, or a picture of a house.

Third: a question as to the *utility of an object* will easily indicate a verb. Qu'est-ce que vous faites avec la tête?—Je pense avec la tête. Qu'est-ce que vous faites avec les oreilles? J'entends avec les oreilles.

Fourth: *gestures* are readily understood by the student. By this I mean some gesticulation by the teacher which will either imitate the action or produce the mental evocation of the action or idea. For instance "voilà un fusil; moi, j'ai peur". (gesture) Or, "je joue au tennis" (gesture).

Fifth: *action*. By this I mean the actual performing of a complete action before the student, such as "Je ferme la fenêtre."

Sixth: the *purpose of an action*. "Pourquoi étudiez vous?—Pour apprendre. Pourquoi écoutez-vous?—Pour entendre. Pourquoi cherchez-vous quelque chose?—Pour le trouver.

Seventh: *logical sequence to an action*: "J'ouvre la porte. J'entre dans la maison," or, "Je me lève; je m'habille."

Eighth: *example*: Chicago est une ville. Paris est une ville. La France est un pays. L'Italie est un pays. *Ce sont des pays*.

Ninth: the *Reason for going to a place*, as, Je vais au garage pour chercher l'auto. Nous allons au magasin pour acheter.

Tenth: *contraries*: le contraire du verbe *acheter* est *vendre*. Le contraire de *laborieux* est *paresseux*. Le contraire de *aller* est *venir*. Le contraire de la préposition *avec* est *sans*. Le contraire de *j'ai raison* est *j'ai tort*.

Eleventh: *definition*. *Assez* signifie *une quantité suffisante*, *beaucoup* signifie *une grande quantité*; *souvent* signifie *beaucoup* de fois; *faire voir* signifie *montrer*; *j'ai raison* signifie *ce que je dis est vrai et exact*.

Twelfth: *similarity to English*, as décider, passer, une quantité, un train, une nation.

Thirteenth: *synonym*. Parler et causer; très et bien; brave et courageux; se dépêcher et se hâter; vite et rapidement; se mettre à et commencer.

Fourteenth: *logical connection of cause and effect or condition*. For instance, Il reste chez lui—Il est malade. Il reste chez lui parce qu'il est malade.

Fifteenth: *proper time or place for an action*. Qu'est-ce que vous faites la nuit? Je dors. Qu'est-ce que vous faites à midi? Je déjeune à midi.

Sixteenth: *characterization of an object*. Cette boîte-ci est petite, cette boîte-là est grande. Les tableaux au Louvre sont beaux.

Seventeenth: *numerical processes*, such as multiplication, subtraction, etc. Soixante minutes font une heure. Vingt-quatre heures font un jour.

Eighteenth: situation. Quand on dit "merci," je dois répondre "il n'y a pas de quoi." Quand je rencontre une dame, je dois ôter mon chapeau.

Nineteenth: manner in which an action happens. Je marchais vers l'école quand tout à coup, j'ai entendu une explosion terrible.

Twentieth: grammatical relation.

Verb to noun { ressembler
 ressemblance

Adjective to noun { bon, curieux
 bonté, curiosité

Adjective to adverb { lent, lentement
 ordinaire, ordinairement

Noun to verb { un voyage, voyager
 une visite, visiter

Twenty-first: context. a) *revenir.* Le Maître: Vous êtes en retard. Je ne peux pas vous permettre de rester. Vous devez aller chercher une excuse au bureau.

Les élèves: Nous irons au bureau et nous *reviendrons* tout de suite.

b) *oublier.* Un élève: Monsieur, j'ai appris cela hier, je le savais, mais je ne peux pas vous répondre aujourd'hui, parce que je l'ai *oublié*. L'idée m'est complètement sortie de la tête.

Here we have twenty-one very different processes or devices by which the meanings of new words may be rendered clear to the student.

We are now in possession of a perfectly definite mode of procedure for the demonstration of the meaning of new words. Let us observe, then, the actual operation of these principles when applied to concrete cases. The first concrete example will consist of the class-room demonstration of four new words or expression.

Imaginez-vous que c'est le matin. Votre père quitte la maison. Où va-t-il? Au cinéma? Certainement non. Il va à son bureau qui est en général au centre de la ville. Pourquoi va-t-il à son bureau? Pour s'amuser? Pour jouer? Non, au contraire, il y va pour *travailler*. Pourquoi travaille-t-il? Il travaille pour *gagner* de l'argent. Avez-vous bien compris le nouveau verbe? La classe: Oui, monsieur, j'ai bien compris. Le maître: Où est-ce que votre père va pour travailler?

Un élève: Il va à son bureau.

Le maître: Pourquoi y va-t-il?

Un élève: Il y va pour *travailler*.

Le M.: Quel est le contraire de *travailler*?

Un él.: C'est "jouer" monsieur.

Le M.: Pourquoi travaille-t-il à son bureau?

Un él.: Pour *gagner* de l'argent.

Le M.: Alors, votre père *travaille* à son bureau; votre mère *travaille* chez elle. Vous *travaillez* à l'école pour apprendre quelque chose. Moi, j'y *travaille* aussi. Votre oncle *travaille* à son bureau. Le directeur de l'école *travaille*. Le président des Etats-Unis *travaille*. Le maire de votre ville *travaille*. *Tout le monde travaille*. Comme vous voyez, *tout le monde* signifie "toutes les personnes." Par exemple, *Tout le monde* aime l'argent, spécialement les Américains, mais *tout le monde* n'aime pas *travailler* pour le gagner. Aimez-vous *travailler*, Charles?

Chas.: Mais oui, M., j'aime beaucoup *travailler*.

Le M.: Alors vous êtes un élève *laborieux*, parce que vous aimez *travailler*. Voilà quatre nouveaux mots. N'oubliez pas que *tout le monde* est obligé de *travailler* pour *gagner* de l'argent, et une personne qui aime *travailler* est une personne *laborieuse*.

Thus to establish "travailler," two of the devices already stated were used. "Travailler" came as the opposite of "jouer," as well as the reason why the father went to the office. Then "gagner" came as the purpose of "travailler." "Tout le monde" was demonstrated by the principles of example, context, and definition, while "laborieux" was reached through definition.

Let us now take up the group mentioned before, consisting of "J'ai besoin, j'ai froid, etc." To arrive at "j'ai besoin," it would seem more logical to start early in the course with "Il est nécessaire de." After a couple of weeks of practice, "il faut" can be easily substituted. When facility with "il faut" has been acquired by constant application with simple rules of grammar: as "il faut ajouter un 's' pour former le pluriel," then "il me faut" can be derived by the addition of "me" in sentences like "Il me faut de la craie"; "M., il me faut du sucre pour mon café"; "il me faut un crayon pour écrire." When "il me faut" is well established, it is perfectly safe to give "j'ai besoin" by definition and equation: 3(il me faut)=j'ai besoin de. Make the substitution in the sentence, "J'ai besoin d'argent pour acheter un nouveau chapeau," or, "Il fait froid aujourd'hui. Charles, vous avez besoin de votre pardessus." The equation 3(il me faut)="j'ai besoin de" represents very definitely the relative force of these two expressions as used by the French. This progression can be terminated by "devoir," which clearly has a logical relation with "J'ai besoin de" and "il faut."

Just one more simple progression will further clarify this point.

Imaginez-vous une demoiselle en route pour l'école. Il n'y a personne avec elle. Donc, elle est *seule*. The new word is "seule"; the devices used were definition and context. "Seule" will give the adverb "seulement" by grammatical relation. J'ai reçu seulement 45 sur ma composition. "Seulement" will lead to "ne—que" by definition. By substitution in the example just cited, we have, "Je n'ai reçu que 45 sur ma composition." It must be perfectly clear from the two progressions, starting with "il est nécessaire de" and "seul," respectively, that each word is established or proved by definite means, and has a logical connection with what has preceded or is to follow immediately. To clinch the matter, each word appears in a sentence which bears a definite relation to some personal interest of the student.

Continuing the group from which I have digressed slightly, how shall we handle "J'ai faim?" Here is the proper situation. C'est le matin. Je me lève, je m'habille, je descends à la salle à manger. Je désire manger. Pourquoi désirez-vous manger? Parce que j'ai faim. The devices employed were: 1. The reason for an action, 2. The situation, and 3. Logical connection.

Perhaps it would be of interest to know at just what point "je suis" may be introduced. Here is the scene. Il est dix heures du soir. J'ai étudié longtemps. Je cesse d'étudier et je vais à ma chambre à coucher. Je vais me coucher. Pourquoi? Parce que je suis fatigué. The devices are: 1. Situation, 2. Logical relation, 3. Similarity to English, 4. Gesture.

Furthermore, "je me rappelle," at first thought, seems impossible. But when "oublier" has been well fixed and used for a period of ten days, "je me rappelle" comes very easily as the contrary, especially when accompanied by the appropriate gesture, and when applied to the proper situation.

Another interesting series is the one that starts with the numbers and is developed according to the principle of numerical processes. From the numbers, we can learn time by using a dial. Having taught the pupil to tell time, we can establish the divisions of the day: le matin, midi, l'après-midi, le soir, la nuit. Then the appropriate activities of the student for the various divisions of the day fit in very easily. From the hours, we can derive a day, and from the day, the days of the week. The days of the week give us aujourd'hui, hier, and demain. Definition will also give

"aujourd'hui" as "ce jour-ci"; "demain" = "le jour après aujourd'hui," and "hier" = "le jour avant aujourd'hui." The series "hier," "aujourd'hui," "demain," are the hypothesis on which we can establish tense relations. For example: "Avez-vous préparé votre leçon hier soir?" "Je vous rendrai vos devoirs demain." To continue, days of the week will give us months, and "douze mois font une année; trois mois font une saison; quatre saisons font une année. Les trois mois décembre, janvier, février font une saison. Cette saison s'appelle l'hiver. Quel temps fait-il en hiver? Il fait froid (geste). Quand il fait froid j'ai besoin d'un pardessus. Si je sors en hiver sans mettre mon pardessus j'ai froid (geste). Le contraire de l'hiver est l'été. Quel temps fait-il en été? Il fait chaud (geste) qui est le contraire de l'adjectif froid."

To end the list of practical applications, it seems proper to present a connected passage. The following story fits in just after breakfast when the student is getting ready to go to school.

L'Histoire du Chapeau perdu.

Je finis de déjeuner et je sors de table. Je tire ma montre de ma poche et je la regarde. Il est temps de partir pour l'école. Je vais à l'entrée chercher mon par dessus, mon chapeau, mes gants, et mes livres. Je trouve toutes mes affaires excepté mon chapeau. Je vais à ma chambre à coucher. Je le cherche sur ma table. Il n'est pas là. Je le cherche sous mon lit. Il n'est pas là. Je le cherche dans mon placard. Il n'est pas là non plus. Je le cherche partout dans ma chambre. Mais j'ai beau chercher. Je ne peux pas le trouver. Que faire? Evidemment il me faut mon chapeau pour aller à l'école. Je vais voir ma mère. Je lui demande, "Avez-vous vu mon chapeau?" Elle me répond, "Je regrette, mais, je ne l'ai pas vu. Où l'avez-vous cherché?" Je lui réponds, "Je l'ai cherché partout dans l'entrée et dans ma chambre." Elle me dit, "Adressez-vous à la cuisinière, Annette, parce que tout de suite après votre retour de l'école hier après-midi, vous avez mangé un gâteau dans la cuisine. Je vais trouver Annette, la cuisinière. Je lui demande aussi, "Avez-vous vu mon chapeau?" Elle rit de moi parce que j'ai demandé la même chose hier matin, et elle me répond, "Regardez un peu sur le piano dans le salon. Je pense l'avoir vu là ce matin de bonne heure."

Je remercie Annette. Je vais au salon chercher mon chapeau, et en effet, le voilà sur le piano derrière quelques morceaux de musique exactement où Annette a dit de chercher. A ce moment, ma mère arrive et elle me demande si j'ai un mouchoir propre. Je regarde dans ma poche et je trouve que je n'ai pas de mouchoir.

Alors je vais dans ma chambre chercher un mouchoir dans mon tiroir. Enfin, j'ai trouvé toutes mes affaires et je suis prêt à partir pour l'école.

Je dis au revoir à ma mère et à mon père. Avant de sortir, je mets mon *pardessus* et mon chapeau. Mon père me dit de bien *boutonner* mon pardessus parce qu'il a regardé le *thermomètre* qui marque *zéro*; quand le thermomètre marque *zéro* il *fait froid*. Mais, naturellement, mon père *a beau me dire* de *boutonner* mon pardessus. Je ne fais pas ce qu'il me dit de faire. Je pars pour l'école sans *le boutonner* ni mettre mes gants. Je sors de la maison et j'arrive dans la rue.

The material given in this paper may seem rather disconnected. Because of the obvious limitations of the presentation, I have been obliged to select only the most representative and typical illustrations. The unifying element is the fact that the life of the pupil, from the moment he awakes in the morning to the time he retires at night, forms the background for the systematic development and logical connection of all the words studied.

Having clearly before us the concrete details of this theory, we may properly inquire why it is more effective. In the first place, since the vocabulary which the teacher can use coincides with that learned by the pupil, there is a constant absorption and assimilation in the very operation of conducting the class. Again, since each new word appears in terms of those already learned, there is continual review and accumulation which is bound to result in power and accuracy. Finally, by the application of the reasoning processes, we make the same appeal to the logical faculties as does the study of mathematics. We develop not only the memory and the perceptive powers, but also the reason, and thus increase the mental disciplinary value of the study of modern languages.

*The University High School,
The University of Chicago.*

THE NATIONAL PEABODY FOUNDATION FOR INTERNATIONAL EDUCATIONAL CORRE- SPONDENCE

By THOMAS EDWARD OLIVER, State Chairman for Illinois

IT is good news to be able to announce that the dreams of those who first perceived the great educational and cultural value of correspondence between pupils of different countries are soon to be realized. The George Peabody Foundation has secured from private sources a fund for this purpose. The same institution has set aside a building for housing the necessary machinery of administration and operation on the campus of the George Peabody College for Teachers at Nashville, Tennessee, and has appointed Dr. A. I. Roehm as Director of the "National Bureau of French-American Educational Correspondence." Dr. Roehm is now actively engaged in organizing the work in every state in the Union. In the Middle West state chairmen have been appointed for Iowa, Missouri, Oklahoma, Illinois, Indiana, Minnesota, Kentucky, Tennessee, Mississippi, Kansas, Texas.

The plans of the Peabody Foundation have the hearty endorsement of the United States Department of State, the French Ministry of Education, The United States Bureau of Education, the French High Commission to the United States (henceforth to be known as the *Direction Générale des Services Français aux Etats-Unis*), the Modern Language Section of the National Educational Association, the National Council of Jewish Women, the Educational Section of the General Federation of Women's Clubs, and many other educational, cultural, and commercial organizations.

The first branch of the work to be established will be the correspondence between French and American schools. Monsieur Charles Garnier of the French Ministry of Education is to have charge of the central French office in Paris which is sending to the central American office in Nashville lists of pupils in the French lycées and collèges who have been recommended by their teachers. Similarly, schools and colleges in this country are to send to the

central bureau in Nashville lists of American pupils. The details of assigning correspondents will be handled in Nashville. The plan calls for exchange of letters between boys only and girls only. All correspondence must be accessible to the entire class and to the teacher, as it is felt that supervision is desirable, at least in the earlier stages. Care will be taken, however, to encourage spontaneity and individuality and to prevent supervision from cramping the pupils' efforts at originality.

After mature reflection, it has been suggested that the wisest way to inaugurate the interchange is to have the pupils write first in their own language. Later the foreign idiom will be substituted. Meanwhile a considerable number of excellent model letters in the foreign tongue will have been received and studied. Thus, the young correspondents may avoid the pitfalls and ludicrous results that were too often the outcome when pupils attempted to write in the foreign tongue at the outset.

In order to facilitate the choice of correspondents and also to increase interest, the enrollment blanks call for information on the preparation of each pupil, the business or profession of the father, the pupil's own special interests and tastes, and similar matters. The main purpose to be emphasized is that of cultural and intellectual exchange; real information about the foreign country is the desired end, and not merely the description of everyday happenings. Hence it is planned that each class receive correspondence from many localities in the foreign land so as to widen the field of interest. As far as possible there will be a weekly exchange. An important factor to be emphasized is the cultivation of a good epistolary style, although this should not unduly hamper the larger purpose of the plan. To quote from an article by Mr. Claxton, Commissioner of Education, in the September 15, 1919 number of "School Life";—"Linguistic training will not be the only educational end served. Along with the letters there will be a fine exchange of historical, artistic, geographical, manufactural, commercial, and home-life material and information, clippings, picture postals, kodak views, etc., leading up to the deepest exchanges of human sympathies and ideals that will reinforce international good-will."

The national bureau will issue bulletins to the teacher showing how best to direct the pupils in this correspondence and giving

advice based upon experience as this shall develop. Not merely high schools are to be admitted to the plan, but colleges, universities, clubs and even private classes.

Success is assured if the cities and towns of the United States will coöperate. This coöperation must be financial to a small degree, at least in the beginning. There are two plans for this. The first asks for a single contribution of two dollars for each thousand inhabitants of the community that desires to adopt this plan. Already many cities have sent in their quotas. This payment entitles every school in the city to enjoy the service of the Bureau. It is particularly necessary that the funds be raised as soon as possible, since the George Peabody Foundation has guaranteed not only the office expenses in America, but, temporarily at least, those in France also. Confidence is felt that the endowment fund will be so increased by these contributions that it will prove ample for future needs. The next step, to be taken as soon as the funds are sufficient, is the establishment of a National Spanish-American Bureau for letter-exchange with all Spanish-speaking countries. Full authorization for the establishment of such a bureau has already been received from the Department of State, and there is no doubt of the enthusiastic reception of the plan in Spain and South America. Further plans call for the extension of the work to other countries of foreign speech, and, for the purposes of cultural exchange, even to other English-speaking countries. For the present no government authorizations are contemplated for lands of German speech. Whatever extensions are authorized will not require any additional quota payments as one such payment entitles a community to participation in all the activities of the bureau.

For communities that do not desire to pay on the quota basis there has been authorized another method:—Each pupil participating will pay an annual fee of ten cents, the surplus of such sums to go into the permanent endowment fund.

The machinery for collecting the money under either plan is very simple. There are to be state chairmen to whom the chairmen of the various cities will send their quotas. City chairmen are to deduct seven per cent of the sums to pay for expenses of collection and administration. State chairmen also deduct seven per cent for similar expenses. Usually the local chairmen will be the

teachers or the school principals concerned. The state chairman will usually be an officer of the state university. As a basis of calculating the quota the present population will be taken. When the quota is complete it should be sent to the state chairman who will forward it to the national treasurer, Mrs. E. Y. Chapin, care of the American Trust and Banking Co., Chattanooga, Tennessee. All moneys are to be held in trust by the George Peabody Foundation, which will make annual reports to the United States Bureau of Education. The moneys collected under the fee method are to be remitted by the teachers directly to the Bureau. In this case five per cent will be returned for office expenses of the local chairmen and five per cent for those of the State Chairman.

It is not advisable that the appeal for funds under the quota system be confined to the schools concerned. It should be made to the entire community. For instance, business men's clubs, women's clubs and commercial organizations have been approached with generous response. As soon as quotas have been secured, information and enrollment blanks will be sent out. If a city does not go on the quota basis, the city chairman writes to the Bureau for literature and enrollment blanks which he distributes to the teachers of his city. The teachers fill out the enrollment blanks and send them with the 10c fees directly to the Bureau. Any institutions or classes not otherwise reached may write directly to the National Bureau, Peabody College for Teachers, Nashville, Tenn.

The friends of the movement are confident that the deep interest already shown will spread rapidly throughout the country. Surely the plan has immense promise.

*University of Illinois.
Urbana, Illinois.*

LITERATURE OF MODERN LANGUAGE METHODOLOGY
IN AMERICA FOR 1918

(7th year)

By CARL A. KRAUSE

(Concluded from October Number)

Hispania

65. DOWLING, MARGARET C.—*The Organization of High School Work in Spanish*. 1: 1. February, pp. 19-25.

After considerable experience with a four-year course in Spanish, Miss D. concludes that a flexible program best meets the needs of the individual students and assures thoroughness of work.

66. COESTER, ALFRED—*Periodicals in Spanish Available for the Classroom*. 1: 26-30, February.

An enumeration of suitable magazines and journals both American and European with brief, useful epitomes.

(The *Reviews* and especially the *Bibliographies* of *Hispania* are noteworthy. No teacher of Spanish can afford to be without them.)

66. ALLEN, MATILDA—*How I Teach First-Year Spanish*. 1: 2. May, pp. 86-88.

An account of personal method of procedure in a small Western high school.

(America Castro's instructive article on 'La Pasiva Refleja en Español' is not included here as the author is not a teacher in America, nor an American, and as the subject is not strictly methodological.)

68. WILKINS, LAWRENCE A.—*Spanish as a Substitute for German for Training and Culture*. 1: 4, December, pp. 205-21.

This paper lacks the broad, tolerant attitude which a modern language teacher should have. The article itself is in its essentials a repetition of W's former writings, cf. *Spanish in the High Schools*, p. 228 *et seq.*; p. 208 *et seq.*; p. 16 *et seq.*, which are copied verbatim; cf. No. 112.

69. WILSON, RUTH—*Notes on Club Work in Elementary Year*. 1: 222-28, December.

Interesting and instructive suggestions for Spanish school clubs as to the following activities: dramatic, musical, correspondence, and 'picture' books.

70. DAY, ISABELLA M.—*Devices and Accessory Aids in the First Year of Spanish*, 1: 229-34, December.

Submits some excellent schemes based upon her own experience.

71. FERNÁNDEZ, GRACIA L.—*Club Work in the Elementary Year in High School*, 1: 235-39, December.

Abounds in good advice. We feel, however, as Miss F. herself does, that club activities in a foreign language have their proper and most fertile place in the third and fourth year of the school course.

72. KELLEY, CATHERINE C.—*Creating a Spanish Atmosphere in the Classroom*. 1: 240-42, December.

The third paper on the same topic, read before the N. E. A. Modern Language Conference in 1918. Hence to say something really new is, indeed, to use an oxymoron: *difícil facilidad*.

Bulletin of High Points

In the Teaching of Modern Languages in the High Schools of New York City.

73. WILKINS, LAWRENCE A.—*Concerning Memory Work; with a Notable Speech in French to be Memorized*. II: 1, January, pp. 1-4.

Memory is analyzed, and the function of mnemonic work is well stated.

74. SHERWELL, GUILLERMO A.—*Differences between Spanish and Spanish-American Usages in Language and Pronunciation*. II: 1, January, pp. 7-13 (not paginated).

Pertinent, instructive. Urges the teaching of Castilian pronunciation.

75. WILKINS, LAWRENCE A.—*The American and the Foreign Teacher of Foreign Languages*. II, 2, February, pp. 1-4.

Both types are needed in our schools as our problems are considerably different from those in homogeneous European countries.

76. WENDELL, MARY G.—*Foreign Language Values; Helping the Pupil to see them*. February, pp. 21-24.

While not novel, Miss W. presents well some solutions for some of our difficulties.

77. WILKINS, LAWRENCE A.—*Pedagogics and Culture*.—II: 3, March, pp. 1-4.

The writer contradicts himself since culture and scholarship should be basic, with pedagogics as an important adjunct.

78. *Idem*—*Wastage in Modern Language Instruction*. II: 4, April, pp. 1-6.

To be sure, there is a high mortality in our field but likewise, e.g., in Mathematics. Indeed, scientific tests of measurement in *foreign* language ability are sorely needed. Cf. No. 59, and *M.L.J.*, October, 1917, p. 27, No. 45.

79. *Idem*—*Why Teach German in the High Schools?* II: 5, May, pp. 1-7.

This editorial again proves W's lack of catholicity. Once more the writer contradicts himself, as in all former utterances he has shown himself not unfriendly to German.

80. *Idem*—*Spanish Pronunciation*. II: 6, June, pp. 4-15.

Offers some good hints. Again, however, a contradiction: W. does not believe in scientific phonetics, but believes in 'practical' phonetics, by which he means the use of the mirror, the vowel triangle, and sketches on the board of the position of the vocal organs. Yet are not the last two aids 'scientific?' For French, he even condemns phonetic symbols. Cf. *M.L. Bulletin of Philadelphia*, I: 1.

81. *Idem*—*Interest as a Factor in Language Work*. II: 8, October, pp. 1-5.

Interest begets effort, which results in success. The multiple sense appeal must never be forgotten.

82. *Idem*—*Concerning Translation*. II: 9, November, pp. 1-4.

The writer's position is tenable as he wishes to avoid translation at the beginning of the course and aims eventually to make it unnecessary.

[*The Bulletin of High Points* ceases with this number after 16 issues for 1917-18.]

Bulletin of the High School Teachers' Association of New York City

83. CANFIELD, DOROTHY—*Observation on French Schools*. No. 68, January, pp. 1-12.

Considers the French schools superior to ours

as they have avoided some of our serious mistakes, such as huge organization, terrific waste, etc.

84. TALBOT, WINTHROP—*The Imperial Plan in German Schooling*. 68: 13-20.

Republished from *The Century Magazine*, with an introduction by John Dewey.

85. DENBIGH, JOHN H. *The Schools in War Time and Afterwards*. No. 69, June, pp. 1-13.

Calls the real crux of the matter the proper place and scope of foreign languages in secondary schools.

Bulletin of the Wisconsin Association of Modern Foreign Language Teachers

86. JOHNSON, LAURA B.—*The Use of Translation in a High-School Modern Language Course*. No. 8, February, pp. 2-3. Recommends a judicious use of translation.

87. KENNGOTT A.—*The Abuse of Translation in Modern Language Instruction*, 8: 3-4.

Considers translation inimical to the creation of *Sprachgefühl*.

[This little *Bulletin* has also ceased publication.]

The Bulletin of the New England Modern Language Association

88. DOWNER, CHARLES A.—*High-pressure Methods of Teaching French to Soldiers*. Vol. VIII, May, pp. 3-15.

'Teach a little; but make it stick.'—Agrees with McKenzie, No. 10, that the teaching of pronunciation is the weakest spot. Cf. No. 8.

89. FORD, J. D. M.—*Spanish as a Subject for Entrance to College*. 8: 16-18.

While an enthusiastic Hispanist, he is 'a foe to those who would arbitrarily displace French or German in its favor.'

90. LUQUIENS, FREDERICK BLISS—*Spanish as a College Substitute for French or German*, 8: 18-22.

Justly clamors for full recognition of Spanish in Colleges.

91. STROEBE, LILIAN L.—*The Summer Schools as a War-time Substitute for Study Abroad*, 8: 23-42.

The writer has had charge of one of the most successful summer schools in this country for a number of years. So she speaks authoritatively when she stresses isolation, concentration, and coordination as indispensable factors.

The Classical Journal

92. PAINTER, GEORGE S.—*The Problem of Language Study*. 13: 9, June, pp. 629-43.

Is convinced that Latin and German are preëminently the languages that should be required of all students in the high schools.

Publications of the Modern Language Association of America

93. OLIVER, THOMAS EDWARD—*The Menace to our Ideals*. Vol. XXIII, No. 1, March, pp. LXXXIX-CXV.

The chairman's address before the Central Division of the M.L.A.A.

Another Romanist has uttered here golden words of right professional and civic attitude. In treating the World War and the modern language teacher's position, he fervently upholds justice for all great cultural languages.

The Modern Language Bulletin of Philadelphia

94. REIBSTEIN, BENJAMIN—*Classroom Helps*. I: 1, September, pp. 7-8 (not numbered).

The formation of the Spanish Subjunctive is discussed. (The reviewer has found this modest publication a veritable mine of useful information.)

95. HUDSON, MARGARET—*Vocabulary-Building in French*. 1: 2, November, pp. 4-7.

Abounds in sensible, practical hints.

96. COLE, ANNA LEWIS—*Class-Room Helps*. 1: 2, pp. 8-9.

A list of good novels in English, dealing with different periods of French history for home-reading.

Bulletin de la Maison Française de Columbia University

97. CESTRE, CHARLES—*Living Criticism*. I: 4, July-October, pp. 25-28.

The sub-title foreshadows the context: A plea for 'literary commentary upon a text.' The sketch gives a good idea of the French method of studying the text of modern writers.

98. WENDELL, BARRETT—*What France Can Teach Us*. I: 5, November-December, pp. 33-35.

'France can give us the living humanism of the present and of the future.'

Bostonia

Quarterly published by Boston University

99. WAXMAN, SAMUEL M.—*After Spanish—What?* Vol. XIX, No. 2, September, pp. 33–40.

Is practically identical with the writer's 'Jeremiad on Modern Language Teaching.' Cf. *M.L.J.* December, 1918, and October, 1918, p. 24, No. 28.

The whole presentation is scarcely complimentary to the teaching of Spanish.

University of Illinois Bulletin

Proceedings of the H. S. Conference of November, 1918

100. FITZGERALD, JOHN D.—*Report of the Inter-Locking Committee on the Coördination of Language Study in the High Schools of the State of Illinois.*

Vol. XVI, No. 12, November 18, pp. 40–49.

The committee made three distinct recommendations that will be acted upon next year; cf. *Hispania*, May, 1919.

100. GREERSON, WM. A. *Coordination of the Teaching of Foreign Languages and of English in the High Schools.* XVI: 12, pp. 52–57.

'Foreign languages' is synonymous here with Latin. Just touches upon modern languages in his conclusion.

102. OWEN, WM. B.—*The Place of German in Our High Schools after the War*, 12: 235–37.

America cannot dispense with a knowledge of the German language. Establishes two fundamental principles for its teachings: the removal of propaganda and the need of dealing with modern thought.

103. MOORE, OLIN H.—*The Place of Italian in the High School.* 12: 238–42.

Is republished in *M.L.J.*, March, 1919.

Feels that the teaching of Italian should be encouraged in our high schools for commercial, scientific, linguistic, and literary reasons.

Italy-Today

104. DOWNER, CHARLES A.—*Italian as a Universal Language.* Vol. I, No. 2, September 15, pp. 3–5. A Fortnightly Bulletin, published at 501 Fifth Ave., N.Y.

Dwells especially upon the unique phonetic structure of Italian and upon its euphony. Hopes

for an increase of the study of Italian in the United States.

(G. T. Plunkett is agitating this study in England for the same reasons that D. advances. Cf. *Modern Language Teaching*. London, vol. 14, 1, pp. 6-7; and 14: 3, pp. 83-85.)

Il Carroccio

105. WILKINS, ERNEST H.—*The Place of Italian in the American Educational System*. Vol. VIII, No. 3, September, pp. 221-23.—'The Italian Review,' 150 Nassau St., N. Y.

This is the concluding portion of the speaker's address before the N.E.A. Convention, 1918.

Wants to see Italian assume its rightful place in our education 'in the name of wisdom and in the name of loyalty.'

The same subject is treated more fully by W. in *The Bulletin of the New England Mod. Lang. Assoc.*, vol. IX, pp. 12-23.

(K. McKenzie has just published a leaflet on 'The Italian Universities and their Opportunities for Foreign Students,' Rome, 1919, 16 pp., to effect a closer intellectual union between America and Italy.)

BOOKS AND PAMPHLETS

106. CERF, BARRY—*A Four Year Course in French for High Schools*. High School Series, No. 18, July, 1918, U. of Wisconsin, Madison, 27 pp., 10c.

Is similar to "A Four Years' Course in French (and Spanish) for Secondary Schools" by the U. of California, April, 1916, revised ed. C's manual likewise deals with the various phases of classroom procedure. Chapter II on Pronunciation is perhaps the weakest part of the booklet. An Outline of Courses with Material for Reference is included as a welcome addition to this useful Bulletin.

107. HILL, HINDA TEAGUE *et al.*—*The Teaching of Modern Languages in the High Schools*. Bull. of the North Carolina State Normal and Agric. College, Greensboro, N. C., February, 1918. 54 pp.

The Misses Christine R. Reincken, Vivian Hill, and Grace Riddle have collaborated in this Bulletin. It does not claim great originality but

is offered as a practical guide to the teachers of North Carolina, whom it will serve well. French is allotted pages 5-45, German: pp. 46-49, and Spanish: pp. 50-54.

We beg leave to call the attention of teachers of German to "*Bibliographical Hints*" by Samuel Kroesch, Whitman College, October, 1913, 16 pp.

108. HIGGET, MARY E.—*Conservation of the German Language as a War Measure*. Elmira College, N. Y., 7 pp. (1918?)

Breaks a lance for that study as a patriotic work to do. Cf. *The Oberlin Alumni Magazine*, March 1919, which has an admirable contribution by Florence G. Jenney.

109. BUTLER NICHOLAS MURRAY—*Annual Report of President Butler, Columbia University, N. Y., November 4, 1918*. 57 pp.

Once more Modern Foreign Languages are discussed, cf. pp. 25-27. See his 1914 Report in the reviewer's *Direct Method in Mod. Lang.*, Scribners, N. Y., p. 137. Maintains that our branch of instruction should be 'radically reorganized and readjusted.'

110. FITZ-GERALD, JOHN D.—*Importance of Spanish to the American Citizen*. Benj. H. Sanborn & Co., Boston, 1918, 20 pp.

An instructive leaflet with emphasis upon the historic and literary aspects. A companion booklet is *How Latin America Affects our Daily Life* by W. J. Danaix, Dec. 1917, 29 pp. Price 25c, 51 Chambers St., N. Y. The latter deals with the purely commercial side of the question.

111. INGLIS, ALEXANDER—*Principles of Secondary Education*. Houghton Mifflin Co., Boston, 1918. 714 pp. \$2.75.

Chapter XIII, pp. 447-80, is on 'The Place of Foreign Languages in the Program of Studies.' Aims and Methods are hardly touched upon, which seems queer in such a pretentious book, to say the least. The whole academic discussion centers around Values, which are classified as direct (specific) and indirect (general). We grant that, but what of it? No guidance is furnished the teachers for their work nor the educational authorities as to what foreign languages should be included in our curricula—if any, their

sequence, the goal to be reached, and how to attain it. The entire chapter that concerns us, is purely theoretical and abstract.

112. WILKINS, LAWRENCE A.—*Spanish in the High Schools. A Handbook of Methods, with Special Reference to the Junior High Schools.* Benj. H. Sanborn & Co., 1918, 265 pp. \$1.25.

The book will prove of especial value to the young instructor. There is no doubt of the need of such a book, which stands alone in its domain. The author has made good use of several papers previously read. It is well and interestingly composed, at times more so than at others.

While aiming high, the author gives definite aids and devices to the inexperienced—and veteran—to perfect himself in his craft. The 16 chapters present an overabundance of pedagogics while the last, XVII, with its valuable bibliography (though not on methods) will prove an extra attraction. W's 'eclectic' method is, of course, a direct procedure with the direct principle as the Alpha and Omega. In our country, direct method means progressive (organized) eclecticism, cf. *M. L. J.*, October, 1918, p. 22, No. 9. *Nomina sunt odiosa*, or better: names do not matter.

The book should be in the hands of every ambitious Spanish student.

(The reviewer desires to direct notice to Palmer's *The Scientific Study and Teaching of Languages*, for excellent didactic hints, cf. *M. L. J.*, 3: 185-88, by Wm. A. Nitze, or *Educ. Rev.*, March 1919, pp. 441-43, by C. A. K.)

113. MÜNZINGER, KARL F.—*Phonetic German Reader.* Scribners, N. Y., XXVII+18 pp. \$.60.

A sound introductory book with numerous illustrations. It is essentially based on Ballard-Krause's *Short Stories for Oral German*, Scribners. The orthographic-phonetic Word-List deserves special mention.

114. MORENO-LACALLE, JULIAN.—*Elements of Spanish Pronunciation.* Scribners, N. Y., XXVI+100 pp. \$.75.

The author has enlarged upon his monograph, No. 12. The work is extremely well illustrated. The experience of phoneticians in French and German has been skilfully utilized so as to make

it applicable to Castilian. The book can be unreservedly recommended as a safe and sane introduction to its field. A brief, useful bibliography is included.

115. NITZE, WILLIAM A. and WILKINS, ERNEST H.—*A Handbook of French Phonetics*. Henry Holt & Co., N. Y., 106 pp. \$40.

Phonetically trustworthy and pedagogically sound. The symbols used are those of the *Association phonétique internationale* as is also the case in 113, 114, 116, but not in 106. The advantage of this notation is obvious since not only international, but likewise national uniformity is highly desirable.

The practical 'exercises' are by Clarence E. Parmenter, a colleague of the authors, and add to the value.

116. BROUSSARD, JAMES F.—*Elements of French Pronunciation, with Phonetic Drills and Transcriptions*. Scribners, N. Y., IX+96 pp. \$.75

A supplement to Ballard-Tilly's *Phonetic French Reader*, Scribners, 60c. The 'Suggestions for using the text' bring out clearly the purpose of the booklet and the means to attain the end in view, i.e., to lay correct foundations for a good French pronunciation.

CONCLUSIONS

1. The output of writings on methods (and phonetics) in the United States is still on the ascent. 1918 has brought forth 116 treatises by 94 different authors compared with 92 papers by 77 scribes in 1917.

2. It is gratifying to note that women have published more than ever before in this field as 23 of the 94 contributors are women.

3. As should be expected, teachers of Romance languages have taken the lead for the first time in our history. French has 22 representatives and Spanish 16, total 38, while German can claim but 31 contributions.

4. Strange to say, outsiders—which means non-Modern Language people—are represented by 25 men and women. This might be considered an auspicious omen, but is in truth a dangerous indication as several of them are psychologists or educators who seem to question the validity of our subject and its present prominent place in the scholastic curricula. We must clearly enunciate our claims and prove them.

5. Mated with this observation is another fact, viz., that modern languages are rapidly losing ground numerically and as to length of course. This is primarily due to the wholesale elimination of German as the study of that tongue is frequently replaced by other branches of instruction, and not by another foreign language, modern or ancient. This real danger must be met by a united effort of *all* foreign language teachers.

6. Again, to *The Modern Language Journal* belongs the primacy of all existing periodicals, at least, quantitatively with 28 monographs to its credit

7. Secondary school teachers of modern languages have bestirred themselves strenuously with 30 of the 94 different writers in their camp. This is the highest percentage and seems to foreshadow the greater rôle they are to play.

8. The *Monatshefte* will appear no more as such.—The various small, sectional Bulletins have found it hard sledding in these critical days. We are sorry to see a number of them terminated or, at least, reduced to insignificance as, e.g., the spicy Bulletin of *Wisconsin*, of *So. California*, of *High Points*, of *New York State*, and of the *Middle States and Maryland*. We greet with pleasure, on the other hand, the appearance of the *Philadelphia Bulletin* and that of the *Maison Française of Columbia University*.

9. Phonetics in all modern languages has fortunately gained a firm footing. The publication of four excellent books, solely devoted to that purpose, is ample proof that a real demand for it had to be supplied.

10. The past year has witnessed an energetic call for the introduction of the study of Italian in our educational system. The four leaders in this movement are Romance scholars of repute and energy.

11. Last of all, problems of this nature must be more vigorously attacked and solved, if possible:

- a. Reorganization and readjustment of modern language instruction to effect closer co-ordination and correlation.
- b. Supervised Study and the Junior High School.
- c. Scientific experimentation and measurements of values, of ability, of types of learners, and of examinations for mode and scope of instruction.
- d. Standardization of vocabulary and of texts.
- e. Training for teaching, for business utility, and for foreign service.

NOTE.—Attention is called to the *Monthly Record of Current Educational Publications*, Department of the Interior, Bureau of Education, Washington. Address the Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents per copy.

NAMES OF WRITERS
(Alphabetically arranged)

The exponent indicates the number of times a person's name has been listed in the five previous bibliographies, covering six years. No sign means that the writer is cited for the first time.

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Notes and News

The Modern Foreign Language Association of Wisconsin held its annual meeting in the Wisconsin High School at Madison, May 16 and 17, 1919.

For the first time in the history of the Association, and in spite of the post-war conditions, successful section meetings were held in French, German and Spanish.

The French meeting was the largest and most enthusiastic ever held. The papers presented treated of a wide variety of subjects. Dr. Baker of Lawrence College presided. Mr. Armstrong of Beloit College presented a paper on "The Development of the Teacher" with many concrete suggestions for the teacher to use for her own reference and study. Miss Chase of the Wisconsin High School read a paper on "The Socialized Recitation" which started a lively discussion. She spoke of the individual differences inevitable in any class of twenty or twenty-five pupils and the necessity of adapting the class-procedure to the needs of those pupils, rather than to the class as a whole. Miss Helen Lyman of Eau Claire in her discussion of "The Teaching of Pronunciation" emphasized the value of phonetics. She suggested that by using colored chalk exclusively for the phonetic transcription, one could avoid the confusion that often arises when the pupil has to accustom himself to two spellings.

Among the topics discussed in the German section the question of educational measurements as applied to linguistic values (presented by Dr. Aron) aroused considerable interest. Professor Hohlfeld pointed out the desirability of choosing reading-material from authors depicting the life of the plainer folks in Germany—the peasants, the toiling masses in the cities and the merchant class.

Professor C. D. Cool of Wisconsin presided over the Spanish section, which like the German and French divisions had an exhibition of texts at the Wisconsin High School building, which was fairly representative, and included all the better known and most generally used books.

At the rather informal meeting which occurred in the room where the text exhibit was held, Professor Joaquín Ortega, of the University of Wisconsin, gave an interesting discussion of the plan evolved by the Junta para ampliación de estudios for bringing foreign students to Madrid for serious summer work in the Univer-

sity of Madrid; the courses to be offered being well graded and entirely adapted to the needs of the serious student.

Although there were only a few teachers of Spanish present, the meeting was very interesting and helpful.

LAURA B. JOHNSON, *Wisconsin High School.*

In one of the Boston high schools for boys, three of the teachers who saw service in France have left the profession of teaching. One enters the service of the government in Washington, another goes into business in New York, and the third is studying law. All these men were in the modern language department. How are their places to be filled?

HELEN A. STUART.

Girls Latin School, Boston, Mass.

Several Boston schools report a noticeable change in the size of the classes in German. First year classes show an increase in numbers over the two preceding years, though French and Spanish still outnumber them greatly.

The Alliance Française announces the opening of an *École pratique de français*, on Oct. 27, 1919, under the patronage of the University of Paris. The courses are designed to meet the needs of foreigners and will undertake to do more thoroughly what the Cours de Vacances have done in the past. There are two divisions of the work, preparatory and advanced. Students should be able to pass from the lower to the higher division after 4 months of successful work, and at the end of the year (November to June) may present themselves at the Sorbonne for an examination by which they may secure the "certificat d'études françaises," a newly created diploma. The classes are conducted in the building of the Alliance, 101, boulevard Raspail. The fees are 250 fr. for one semester, 470 fr. for the academic year. Students matriculated for these courses have all the privileges of students of the Sorbonne.

It is to be hoped that language teachers everywhere will encourage the Association of University Professors to take the most vigorous action in the case of Professor Eduard Prokosch, lately of the University of Texas. The salient facts, which are incontrovertibly established, are that in March of this year Professor Prokosch was personally assured by President Vinson that his position was as secure as that of any other full professor in the university; that in June he received official notification of his reappointment; that two days later President Vinson requested his resignation; and that on his refusal to resign, the Regents

declared his position vacated. Professor Prokosch has requested the Regents for an official statement of the reasons for their action, but has been granted no reply whatever.

As was to be expected, the instruction in German in the schools and colleges of Wisconsin seems to be rehabilitating itself, if we are to judge from such instances as have come to our notice.

The Wisconsin High School of the University of Wisconsin reports a beginning class of ten pupils, as against none last year. In the Milwaukee State Normal School there are likewise a dozen or more pupils enrolled in the first year German and an equal number in the second year's work.

Registration in modern foreign languages at the University of Wisconsin is not yet complete at this writing; but the essential situation can be clearly seen from the following figures. The total enrollment in the university at the end of the first week was 6,800. The total enrollment in Romance Languages at the end of the second full day of teaching was 3,500, of which about 1,100 fell to Spanish. It is estimated that late registrations will bring the grand total nearly to 4,000. Beginning French is about the same as last year, with an enrollment of 900; second-year French, however, has doubled since last year, and beginning Spanish shows a very heavy increase. The university is having great difficulty in supplying adequate instruction for all these students.

In German courses there are 385 registrations, as compared with 275 during the third quarter of last year, a gain of 40%. As the gain in the total registration of the university is approximately 30%, it will be seen that German has a little more than held its own. The increase is principally in the elementary courses, so that the gain is about 62% if measured in student hours.

Wisconsin is to be congratulated on the return of Mr. J. D. Deihl, who is favorably known to almost all the language teachers of the state, to the educational field. Mr. Deihl has accepted the post of Vice-Principal in the Boys' Technical High School of Milwaukee.

Mr. G. C. Cast, formerly of the University of Wisconsin, is in charge of German at Lawrence College.

Prof. W. F. Giese, of the University of Wisconsin, is on leave of absence for the current academic year.

Prof. J. L. Kind, of the University of Wisconsin, is on leave of absence, and is now Secretary-Treasurer of the Kaestner & Hecht Co. in Chicago.

Mr. A. W. Aron, formerly of the University of Wisconsin, is teaching at Elmhurst College, Elmhurst, Ill.

B. Q. MORGAN.

Miss Jean Wilcox, M.A., Johns Hopkins, who has been for two years instructor at Goucher College, goes this autumn to Mount Holyoke as member of the Department of Romance Languages.

The attitude of the National Educational Association towards the question of Modern Language study in our public schools has experienced, to our knowledge, no change. That body is still opposed to the teaching of any foreign language in grade schools. The reason generally advanced for this point of view is that the child should first become confirmed in his mother tongue. It is unpedagogical to expect of a child that he acquire two different sets of language habits simultaneously.

On the other hand, it is generally admitted that the age of twelve is quite suitable for the beginning of foreign language study. The only institutions, however, in which under the present attitude of the N.E.A. and many school boards and state legislatures, it would be possible to offer foreign language work at that age, are the junior high schools. It would seem important, therefore, for all those that are interested in modern language work to insist that, wherever junior high schools are in existence, foreign language courses be included in the curricula and offered the very first year of the course.

"Pupils in American high schools who may wish to correspond with pupils in similar schools in France may use the New York State Education Department, Albany, N. Y. as intermediary for this purpose. Letters should be written with the advice and under the direction of the French teacher and the correspondents should be certified by the teacher to this Department. On the back of each letter should be clearly written the name and address of the pupil, the age, school, and year of the course. These letters should then be forwarded under separate cover to Dr. William R. Price, whom Doctor Finley has designated as his agent in this matter. He will then forward them to M. Charles M. Garnier, Secrétaire, Correspondance Scolaire Franco-Américaine, 45 rue d'Ulm, Paris. Any school or school system may, of course, form direct relations with M. Garnier."

School and Society for September 27 contains an interesting notice of the plan for Franco-American Educational Correspondence which is being pushed by the George Peabody College for Teachers, Nashville, Tenn.

The Journal announces with regret that Professor C. A. Downer, of City College, New York, has been forced by the pressure of other duties to resign his place as a member of the Editorial Board. Professor Downer's close connection with the modern language situation in New York, and his intimate contacts with

things French would most certainly have enabled him to contribute valuably to the success of the present administration.

Fortunately, however, we are able to announce that Mr. Wm. R. Price, specialist in modern languages in New York State, has been chosen by the Executive Committee to fill the vacancy.

The annual meeting of the New York State Modern Language Association will take place at Albany, November 25th-27th. Discussion will bear chiefly on the status of modern language teaching as affected by the war.

The first meeting of the newly organized society of Spanish teachers of Chicago took place on November 14th at the Lake View High School, with Mr. Carl O. Sundstrom presiding.

Reviews

SPANISH IN THE HIGH SCHOOLS: A Handbook of Methods.

By LAURENCE A. WILKINS, Sanborn & Co.

The material in this book may properly be classified under two heads: propaganda and methodology. What Mr. Wilkins has to say under the latter head is in general clear, sound, and interesting. He may be at times somewhat diffuse, he may go too far in assuming absolute ignorance on the part of his readers, but we realize that these chapters are the work of a skilful, experienced, and enthusiastic teacher. In the propagandist part of his book he seems to feel that he is called upon to defend and justify that which is generally accepted and hence needs no justification. The volume closes with a good bibliography.

In the first chapter the author calls attention to the great demand for Spanish in our schools and to the desirability of including it in the curriculum of the Junior High School. He deplores the lack of "Courses in material for and methods of, teaching Spanish" in the colleges and universities of this and other countries. In a footnote on page 5 he mentions courses given by Professor Wagner at the University of Michigan, Professor Hendrix at the University of Texas, and Mr. Luria at Hunter Evening College, New York City. To these might be added the courses given for several years by Professors Geddes, Waxman, and others at Boston University, by Professor Warshaw at Missouri, by Professor Parmenter at Chicago, and by Miss Marie A. Solano at the Boston Normal School. A little research would undoubtedly make possible the addition of other instances. It would appear that educational authorities are quite alive to the situation, especially when we consider that the vast enthusiasm for the study of Spanish has arisen only in the last five or six years. It may also be borne in mind that the great principles of modern language teaching have already been well established; that practically every phase of the subject has already been discussed for French and German; that a very large part of those now teaching Spanish have taught and have been trained in teaching French and German; that these two facts have hitherto prevented the lack of special handbooks on the methods of teaching Spanish from being keenly felt; and, finally, that it is just this mass of material on the teaching of language which has made possible the production at

this time of the volume under discussion, which, desirable, opportune, and welcome as it is, is simply the application to Spanish of established opinion on teaching modern languages.

Chapter II gives the reasons why Spanish should be studied. They are listed as the commercial, the cultural and the politico-social or international. Mr. Wilkins devotes some eight pages (7-17) to explaining the first point—which has never been contradicted. He gives a fairly long array of facts and figures, most of which are well known and easily accessible, but it is at least reasonable to ask whether his interpretation of them and his conclusions are always impartial.

In recent years we have heard a great deal from Chambers of Commerce and Boards of Trade, from government officials and from politicians in regard to the need of preparing our young men to take advantage of the opportunities offered by our increasing trade with South America. It is due in part to this advertising that Spanish classes have increased out of all proportion to the number of competent teachers available. Every year a few high school graduates secure positions as a result of their knowledge of Spanish. Speaking solely from my own experience, Spanish is oftener an asset to the graduate of a commercial high school than is French or German. At the same time, the alluring prospects of innumerable openings in the world of trade, which have been held out to students in Spanish, have not been realized.

Despite our growing trade with South America the enthusiast for Spanish seems at times to forget that the great bulk of our foreign trade is and will long continue to be with Europe; and that in gaining and holding the trade with South America a knowledge of Spanish is only one of many requisities—not the open sesame to fortune.

When as a result of economic conditions our American manufacturers grow willing to treat with South Americans as equals, knowing what they want, and when American boys are willing to go to South America and settle down and become bona fide residents, then a knowledge of Spanish or Portuguese will benefit large numbers of our young men in a commercial way. At present it is open to question whether more of them ought not to be mastering French and German, in order to enable them to meet the bitter commercial rivalry which is bound soon to come.

On pages 12 ff., Mr. Wilkins speaks of the vast enthusiasm of business people to learn Spanish and of the various "get rich quick" schemes of the so-called professors of Spanish. He speaks also of the large registration in Spanish in the evening high schools and the commercial high schools of New York City. While I am willing to admit that this is in some sense due to an intelligent demand, my own observation shows that other factors enter into the question. Once start the propaganda and for a time every-

thing goes of itself. It is simply a question of getting the gang started. French and German and Italian have had their day in the "get rich quick" schemes and perhaps the victims have been as numerous. Perhaps in the case of French and Italian the propaganda has not had the punch that Spanish has developed. Evening schools and other schools will follow a fad in the same way; sometimes it is bookkeeping, sometimes French, sometimes Spanish. At present Spanish is having its innings. The number of those who actually need Spanish in business cannot be gauged by the number studying it in evening schools.

On page 15, Mr. Wilkins takes up the cultural value of Spanish. Under this heading he states first that the study of Spanish effects the same linguistic training as the study of French. Later on he says that the study of Spanish will develop as many brain loops as will the study of Russian or Sanskrit. Then he adds the significant statement that "It all depends upon the teaching and the effort put forth by the student." As for the effort put forth by the student, some of us would be inclined to say that to acquire even a modicum of Russian or Sanskrit requires a far greater effort than to attain the same or a much greater knowledge of Spanish, but, as Mr. Wilkins says, the teaching is the important element in the case.

Those of us who were trained in Latin and Greek twenty-five years ago have viewed with considerable concern the passing of the ancient languages from the high school curriculum. Whatever their cultural value, Latin and Greek were in general well taught. They gave place to French and German and the teaching of these latter was at first execrable, but, as the transition was a slow one, the teaching steadily improved and in the last few years has become at least creditable. Now comes the wild rush for Spanish. The curriculum must be changed over night. Ten classes in Spanish have grown where there were two before. It is recommended—and by no less an authority on education than Mr. McAdoo—that the teaching of Spanish be made compulsory in all High Schools. We must have Spanish at all costs. There are no teachers, few courses in "materials and methods," few good text-books; still we must have Spanish. But the success of the study of Spanish in "developing brain loops" depends upon the teaching. If Latin, or French—or even German!—well taught, will produce brain loops, then let us give them a chance and call a halt on the zeal for Spanish, which is forcing a number of conscientious, experienced teachers to throw aside the work for which they are well-fitted, to allow themselves to be victimized by some "get rich quick" scheme of teaching Spanish while you wait, and then do grossly inadequate work in the classroom.

Page 16. "In the Spanish language is expressed one of the greatest literatures of the world." Is it necessary for Mr. Wilkins

to devote three or four pages to proving this thesis? And since his subject is Spanish in the High Schools, is there any particular reason for mentioning the influence exerted by the literature of Spain upon Thomas Middleton, Cyril Tourneur and Nathaniel Field? Isn't his whole discussion of Spanish literature unnecessary for those for whom he is writing, who may—even if deficient in their command of Spanish—be assumed to be people of moderate intelligence and some degree of education?

We come next to Mr. Wilkins' third point that a knowledge of Spanish is the key to understanding a great race, and that a knowledge of Spanish is a powerful politico-social force making for a spiritual ideal of Pan-Americanism and international amity in the New World. If compulsory Spanish will accomplish these aims by all means let us have it. If Spanish as she is taught and as she apparently must continue to be taught, will turn the trick, then let the yearning for Spanish be satisfied. Did the high authorities whom Mr. Wilkins quotes in this chapter acquire by this means their understanding and appreciation of the ideal of Pan-American unity? Is not a large part of this problem to be handled in other ways and by other means, valuable as the training in Spanish may be?

It is doubtful if the author can substantiate the statement (p. 35) that ten million people who claim the protection of the Stars and Stripes speak Spanish as their mother tongue. This figure could be attained only by including the Philippine islands, and it is well known that Spanish is not the mother tongue of most Filipinos.

Chapter III takes up the present progress of Spanish. Certainly the Spanish enthusiasts may take comfort from the facts presented. Already a large number of colleges are recognizing Spanish as on a par with French and German, while schools all over the country, both public and private, are providing instruction in Spanish as fast as it is demanded. In this chapter the author takes up the matter of language instruction in the grammar grades. His experience is evidently that of the rest of us. The work has in general not been well done. He looks upon the Junior High School to solve the difficulty. Perhaps it will. If the school life of the American pupil can be split into three parts instead of two as at present, thus making necessary two periods of transition and adjustment instead of one, much will undoubtedly be accomplished. Despite the many apparent advantages of the scheme, the whole thing is still in the experimental stage. Mr. Wilkins states the ideal, and recognizes the present drawbacks and difficulties. His statement of the case on pages 45 and 46 is admirable.

Chapter IV takes up the preparation of the secondary school teacher of Spanish. After three of four pages to which no one can take exception, he starts on his ideal of academic training.

We admire his enthusiasm, and question to some extent the value of the training that he has suggested. Happy the future teacher of Spanish who at the age of fifteen, a high school sophomore, has, like Squire O'Grady, "chalked out his course." The three years of Spanish and the three years of Latin are quite within reach. Perhaps here and there a favored high school can give a minimum of three hours a week to the study of the history and geography of Hispanic lands. Such a course is greatly to be desired, almost as much so as a similar course in the history and geography of the United States.

The college work laid out by Mr. Wilkins seems very well planned. We note even that the prospective teacher may learn German—not of course for its own sake—because, after all, the Germans have done something worth while in the study of Spanish literature and linguistics. Also he is to study education, with special attention to the problems of secondary schools. All this is perfectly sound and perfectly feasible. But what follows seems a bit visionary. Unfortunately candidates for the position of teacher of Spanish in an American secondary school do not as a rule come from the wealthy leisure class. But leaving this question aside, what would be the advantage to the secondary school teacher of courses in Pedagogy and Arabic at a Spanish University? How can he find time, in the two or three years allowed by Mr. Wilkins, to acquire any thorough knowledge of Romance philology, the history of philosophy, and the history of the Jews in Spain? If he wants to study all these things, he can learn more about them in a shorter time at an American University. They are things to be acquired largely by private reading and study. However valuable erudition of this sort is to the University professor, or to the scholarly gentleman of leisure; however desirable it ought theoretically to be to a secondary school teacher, experience shows the best secondary school teacher is generally the one who has the least of it. The year or two abroad should be spent in getting a sympathetic understanding at first hand of Spanish character, institutions, customs, life, rather than in thumbing the books in Spanish libraries. By all means let the teacher take a few courses at the University of Madrid, but in order to hear and know some of the leaders in Spanish educational life. Let him attend the University in order to make the acquaintance of Spaniards, not in order to prepare for taking a Ph.D. on his return to America. Since, as Mr. Wilkins points out, the impulse toward the teaching of Spanish in this country is largely commercial, some attention should be devoted during the long period of preparation in Spain and South America to the study of economic facts and conditions. But amid the agencies of instruction and "means of grace" indicated in this chapter, Mr. Wilkins does not suggest the coöperation to be obtained from Boards of Trade or Chambers of Commerce in Spanish cities.

After a short and pertinent discussion of the sabbatical year, Mr. Wilkins concludes this chapter with the statement that various things, among them "the metathesis of consonants and liquids" and "Comenius' theories of modern language instruction" may not be fit matters of instruction in the Junior High School class in Spanish, but that a knowledge of them and similar things should make teaching more helpful and inspiring. In some cases it may.

Chapter V states clearly and well the aim in teaching Spanish; Chapter VI outlines the modified direct or "eclectic" method which is in favor with the majority of modern language teachers in this country; Chapter VII suggests a course of study for the Junior High School and outlines the methods of teaching it. These chapters are well done, clear and practical, based on the observation of an experienced teacher. In Chapter VIII the author presents us the "syllabus of minima in Spanish" covering the four years course in the New York City High Schools. This excellent syllabus is well known and calls for no discussion here. The writer then considers the connection between this course and that of the Junior High School, showing clearly the awkwardness of the present adjustment and the superior training which may reasonably be expected in the ideal Junior High School of the future. In the High School course he wisely advises that commercial Spanish be delayed until the beginning of the third year.

In these chapters and those which follow, Mr. Wilkins is at his best. Chapter IX, on the organization of classes is excellent. Chapter X on the recitation is equally good. Chapter XI on methods and devices keeps up the same standard, with the possible exception of the section on "Memory Work" where the dragging in of the elementary psychological terminology seems unnecessary. Chapter XII, entitled, "A Miscellany of Suggestions" will prove helpful to many young teachers. Some indication as to the stage of progress at which the devices suggested might best be employed would have made the chapter still more helpful. "Secretary's Reports," "Diaries kept in Spanish," etc., are generally encouraged too early in the course and may easily be productive of more harm than good.

Chapter XIII, "Club Work in the Department of Spanish," suggests several useful and interesting lines of activity. The theory is all right. In practice there is often great difficulty in finding time for putting the theory into effect and in keeping up the interest of the pupils. The same thing is true in the matter of correspondence with pupils in foreign countries. It is an interesting stunt until the novelty wears off. The gain from it is in most cases hardly worth while.

In Chapters XIV and XV Mr. Wilkins has reprinted two articles previously issued: "On the Modern Language Teacher of Superior Merit" and on "Handicaps to the Teaching of Spanish

in the United States." As the principal points have been either suggested or discussed elsewhere, such repetition is useless.

Chapter XVI, "Spanish as a Foundation for the Study of Latin," while hardly in place in the book, may serve to call anew the attention of teachers to an interesting academic question. The whole question of teaching a modern language before Latin is begun has been so fully discussed that we need say no more than that Mr. Wilkins has very ably stated the case for Spanish. The vast majority of those now studying Spanish will never take Latin, so that the question is neither important nor serious. When we shall have succeeded in raising the teaching of Spanish to a reasonably high plane, it will be time to set about the banishment of Latin from the High School and providing every High School pupil with the privilege of "compulsory" Spanish.

Even in this long review, the book has hardly received justice. Faults in construction it certainly has. A great mass of material is presented, often badly digested or out of place. There is too much repetition. The use of black-type to arrest the attention disfigures the page and to many readers is repellent. On the other hand the book is readable, interesting, full of good suggestions, stimulating and helpful. In fine, though the treatise be faulty in technique and show evidence of hasty compilation, it may be heartily recommended to teachers of Spanish.

JOEL HATHEWAY

*High School of Commerce,
Boston, Mass.*

Le Chevalier de Blanche fleur et autres pièces. Six Petites Comédies par ELEANOR W. HUTCHINSON. D. C. Heath & Co., 1919. iv+131 pp. \$.48.

The simplicity and charm of the six little French plays published under the title of the first one, "Le Chevalier de Blanche fleur," makes them available not only for dramatic production but also for class reading for young pupils. They are conceived in the same spirit that animated Lorley Ada Ashleman when she wrote the historical plays published in her *French Dramatic Reader* (Flanagan, 1907), and they are written with the same comprehension of what can be produced by young actors in a foreign language that characterizes Josette Spink's *French Plays for Children* (Heath, 1916). In each play one important historical fact or event appears in the midst of an interesting but simple intrigue. The weakness of Chilperic and the strength of Pépin are revealed in connection with the marriage of Blanche fleur and Rodolphe de Vincy. "Le Verre de Saint Denis" shows the encouragement given by the Abbé Suger to the art of glass making. The impartial justice exercised by Louis IX is seen in "Les Deux Voleurs de

Vincennes." "Les Six Bourgeois de Calais" and "Le Comte de Flandre et La Pauvre Femme" give dramatic form to two true incidents of the Hundred Year's War drawn from Froissart. The last of the six called "La Danseuse de Jean" suggests the spirit of unrest preceding the revolution of 1848. It is adapted from "Mademoiselle Perle" of Maupassant. The historical atmosphere is greatly aided by the authentic sketches of costumes through the book and the problems of production are solved by three pages of "Practical hints for staging these plays." The book concludes with a comprehensive vocabulary. The great value of the book lies in the excellence of the French which is full of the much needed idioms of daily conversation and lives up to the author's purpose, as stated in her preface, of proving to beginners that French is "a living language in which people can give commands, hurl defiance, beg for mercy, pronounce judgment, scold, make love, and generally exchange the thoughts that make life interesting, exciting, and romantic."

ETHEL PRESTON.

*The University High School,
The University of Chicago.*

Cours pratique de français pour commençants. By E. B. DE SAUZÉ, Ph.D. The John C. Winston Company (Philadelphia, Chicago). 1919. XXXVIII+262+75 pp. Price 1.25.

Dr. de Sauzé's pedagogical labors in recent years both at Temple University and the University of Pennsylvania, as well as his work in his present field at Cleveland, O., have afforded him unusual opportunities for contact not only with those seeking to learn French, but also with teachers of the language. He has in this way been enabled to submit his methods to actual tests in different kinds of classrooms. The result is a work of unusual excellence, a volume which is indeed practical, but which is also sane, logical, and withal delightful. To those of us who are thoroughly convinced that it is the French language more than the French grammar which we would present to our beginners, this book is especially acceptable. The grammar is here, but the grammatical rules are deduced easily and pleasantly from the reading selections. The latter do not find a place, as in so many grammars, for the sake of glorifying the formal rules. It is the direct method, the direct method founded upon nature and common sense.

Professor de Sauzé has taken as his motto words which express not only A. France's pedagogical views, but those also of old Montaigne and of Rousseau: "Pour digérer le savoir, il faut l'avoir avalé avec appétit" (*Le Crime de Sylvestre Bonnard*). The pedagogical principles adopted as a basis for the philosophy of

his book are found in its Preface. The first of these, that it is necessary at the start to present only the fundamentals of French grammar, should be especially pleasing not only to high school teachers, but also to college instructors. For many of us know—alas! too well—the difficulty of compressing anything more than the fundamental principles into the comparatively short time which, with their varied and complex needs, those who begin French at the college or university have often to bestow upon the grammar of the language. The second principle is to give abundant reading material, and there is enough here to keep the students one full week upon the grammatical points contained in each lesson. This reading material is varied. It is all interesting and up to date. So much of it being in dialogue form, the third principle, oral drill, becomes easier of execution. The practical, living nature of topics and vocabularies constitutes the fourth principle, the concrete and natural way of teaching grammar the fifth and last.

In each of the thirty-five lessons forming the main part of the *Cours pratique*, the same general method is observed. First, a passage of connected French is given, in which we find prominently illustrated a few grammatical points; then follow questions based upon this reading matter; then the grammatical rules deduced; after these, questions to be answered in writing (or orally); sentences or phrases to be completed, changed or paraphrased, etc.—all sorts of ingenious exercises on the new and accumulated vocabularies. As early as the fourth lesson, a short, original composition is called for. Then there are a few lively sentences for translation from our mother tongue into French, these sentences affording the only necessity for the use of English in the classroom. Every lesson contains also a list of its new words arranged in the order in which they occur in the passage of connected French. And, beginning with the fifth lesson, this list is followed by games, riddles, songs, *jeux de mots*, *bons mots*, poems, little stories, anecdotes, puns, short citations, or the like.

The book proper is supplemented by a treatise of 60 pp. on irregular verbs, a *vocabulaire* of 761 French words or expressions, and an index. The author has endeavored to make the task of teaching the irregular verbs more productive of results by giving with each irregular verb only the tenses that are not formed regularly. The regular forms and tenses can be reasoned out by the student, who is supposed to have learned thoroughly the regular rules for the formation of tenses. With each set of three or four irregular verbs a connected text has been introduced, in which these verbs are used in their various forms, and this text can be made a basis for oral drill. Each lesson has also a translation exercise from English into French. No reading text and no exercises are given for the irregular verbs in infrequent use. Such verbs are listed for reference only.

Many pertinent hints and cautions, gleaned from actual experience in teaching, are strewn here and there throughout the whole book. The *Cours* proper is adorned with fourteen illustrations of places and people, the Appendix with seven. The sixteen pages which the author devotes to "Fundamental Principles of French Pronunciation" are preceded by a note stating that these few rules are to be used merely as a reference and are not supposed to be all-inclusive. Most of the principles are forcefully put, and further rules for pronunciation and exceptions are given in the lessons proper as the words are naturally reached which illustrate these rules and exceptions. But the non-native teacher who uses the *Cours pratique*, as well as the students, should be armed with a good manual of phonetics. For these "Fundamental Principles" are by themselves insufficient in some respects to give a correct idea of French pronunciation. The treatment, for instance, of unaccented *e* is very inadequate; the comparison of French *oi* to the sound of *wa* in the English *water* is open to criticism; and the rules for the pronunciation of the consonants must be supplemented. It may also be noted that some of the English sentences in the different exercises have rather a foreign flavor. The typographical errors occurring in the early copies of the *Cours pratique* will probably be corrected in a later edition.

ISABELLE BRONK.

Swarthmore College.